Northampton County Public Schools

Tiered Intervention Data Summary

Name: School: KES   Grade: HR Teacher   Reading SOL: Math SOL:

Date: 1/22/13   Reading   Math   Behavior

Benchmark 1:   2:   3:   4:   Grade for the 9 wks:

Reading:	Reading:	Reading:	Reading:
Math:	Math:	Math:	Math:

eValuate

Sept	Oct	Nov	Dec	Jan.	Feb	Mar	Apr	May

	Oct.	Dec.	Jan.	Feb.	Mar.	Apr.	May
ROI/Trend							

Intervention Data:

Data based hypothesis:

Other: (i.e. absences, missed assignments, disciplinary referrals, etc.)

Positive Response	Oct.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Gap is closing								
Continue intervention w/ goal increase								
Fade intervention to determine if student has acquired functional independence.								
Questonable Response: Was intervention implemented as intended?								
If no: employ strategies to increase implementation integrity								
If yes: increase intensity of current intervention for a short period of time & assess impact.								
if rate improves, continue with intervention.								
if rate does not improve, return to problem solving.								
Poor Response: Was intervention implemented as intended:								
If no: employ strategies in increase implementation integrity								
If Yes: intervention is aligning with the verified hypothesis.								
There is another hypothesis to consider (problem analysis).								
The problem was identified correctly (problem identification).								

Decision point:

__exit tiered program (goal met)

___continue current program (progress made)   __ assign to more intensive tier (insufficient progress)

__modify current tier (insufficient progress)   __schedule problem solving meeting

Meeting Outcome: (Who is responsible?)

Handout # 4